# A STUDY OF EMOTIONAL INTELLIGENCE, JOB SATISFACTION, AND HAPPINESS OF PHYSICAL EDUCATION PROFESSIONAL OF WESTERN UTTAR PRADESH

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# Introduction

The profession of teaching has become a huge concern in our society, with parents wanting to send their kids to professional school. To allay this worry, the academic society needs to define professionalism. Emotional intelligence (EI) is the aptitude to identify, manage, and evaluate emotions. It is the ability to recognize, interpret, and react to the emotions of others and is as important as the ability to express and control one's own emotions. Previous researches defined EI as an inherited trait and it can be improved.

Emotional perceptivity is the capacity to reason with feelings, understanding, and management are the four main levels of EI. Emotional perceptivity is the ability to recognize, analyze, and respond to the feelings of others, while emotional understanding is the ability to feel and manage emotions. Emotional management is the ability to manage and evaluate emotions. All four aspects of emotions are as follows

1. **Recognise Emotions**: Understanding emotions begins with accurately recognising them. Additionally, this typically involves deciphering non-verbal cues like body language and facial expressions.
2. **Reasoning with Emotions**: In order to complete the second step, you must engage in comforting cognitive activity and thinking. We prioritise what we pay attention to and how we behave based on our emotional reactions to things that demand our recognition.
3. **Cognizance of Emotions**: Our sentiments have a wide variety of meanings associated with them. The observer must determine the source of the person's rage and what it might mean if they are showing any signs of rage. The way your employer is dealing you, for instance, might be a sign that they are unhappy with the choice they made to hire you, that they received a speeding ticket on the way to work that morning, or that they have recently fought with their partner.
4. **Dealing with Emotions**: Being able to control emotions effectively represents the top of emotional intelligence. Regulating feelings, performing as it should be whilst emotions arise, and reacting to other humans's feelings are all elements of emotional control.

**Job Satisfaction:** Job satisfaction is an emotional response to how much people appreciate their employment. It is important for both the economy and humanity, as it is associated with higher retention rates, higher retention rates, and higher productivity. Job satisfaction is a sense of fulfilment experienced while working and acts as motivation. The degree of job satisfaction a person experiences is influenced by their entire relationship with the employer for whom they are paid. The word satisfaction simply refers to the sensation of having achieved a goal or target, and lack of motivation at work is a result of job discontent.

**Happiness:** Happiness is a strong and elusive emotion that has been studied extensively since the 1990s. It involves living a fulfilling life with a sense of purpose and contentment, and may have health benefits. Positive emotions and fulfilment seem to support the immune system, blood pressure, inflammatory levels, and cardiovascular health. People from all walks of life rank happiness higher than other desirable personal outcomes like money, possessions, and admission into paradise.

**Theoretical Background of the Study**: Even though there are numerous things that affect a person's happiness, emotional intelligence and work satisfaction are crucial for overall human pleasure. Whether we are a teacher, doctor, engineer, carpenter, plumber, or salesperson, our occupations are always at the center of our lives, no matter how life unfolds in our personal lives. They could be wealthy or destitute. In the everyday lives of the average person, problems are unavoidable; the key is having the emotional intelligence to manage them.

**Conceptual background of the study:** A teacher is a cornerstone of society, and how they feel affects how well they perform their duties in the educational system. This includes things like emotional intelligence, happiness, and job satisfaction. Even though it is a dynamic state of the body, mind, and soul, happiness is controlled by the mind's emotional intelligence. The current situation has resulted from numerous private players changing the role and obligations of teachers. Researchers have found that the current state of teachers' emotional intelligence, work satisfaction, and happiness are all closely related. The stressful environment in schools has

significantly altered teachers' perspectives and levels of job satisfaction. The researcher is interested in learning more about the inter-personal relationships, emotional intelligence, and job satisfaction of teaching professionals. So researcher has chosen to study this title below.

**Statement of the Problem**: The research problem will be stated as

*"A Study of Emotional Intelligence, Job satisfaction, and Happiness of Physical Education* Professionals *in Western Uttar Pradesh."*

**Significance of the study:** This study will be significant in following ways

i) It will let us know the relationship and dependency among selected variables.

ii) This study will be significant to know the real time issues in physical education professional's community, which directly affect the teaching learning process.

iii) This study will be significant to lets us know the impact of emotional intelligence and job satisfaction on the happiness of physical education professionals.

iv) This study will be further significant to know the happiest PE teachers among selected districts in western Uttar Pradesh

**Objectives of the study:**

i) To find the relationship between emotional intelligence, happiness and job satisfaction Physical Education Professionals.

ii) To find the level of emotional intelligence of teachers in selected districts of Uttar Pradesh Physical Education Professionals.

iii) To find the level of happiness of Physical Education Professionals in selected districts of Uttar Pradesh.

iv) To find the level of job satisfaction of Physical Education Professionals in selected districts of Uttar Pradesh.

v) To compare emotional intelligence, happiness and job satisfaction Physical Education Professionals among selected districts of western Uttar Pradesh.

vi) To compare emotional intelligence, happiness and job satisfaction among Schools and Colleges of western Uttar Pradesh.

vii) To find the impact of emotional intelligence, and job satisfaction on happiness of physical education teachers.

**Hypothesis of the Study:** Hypotheses are proposed or possible outcomes of the study that has to be tested after the results of the study. These are the some alternative Hypotheses that has been assumed by the researcher.

i) There will be relationship between emotional intelligence, happiness and job satisfaction of Physical Education Professionals.

ii) The level of emotional intelligence of Physical Education Professionals in selected districts of Uttar Pradesh will be very good.

iii) The level of happiness of Physical Education Professionals in selected districts of Uttar Pradesh will be very good.

iv) The level of job satisfaction of Physical Education Professionals in selected districts of Uttar Pradesh will be moderately satisfied.

v) Emotional intelligence, happiness and job satisfaction among Physical Education Professionals selected districts of western Uttar Pradesh will be different.

vi) Emotional intelligence, happiness and job satisfaction among Schools and Colleges Physical Education Professionals of western Uttar Pradesh will be different from each other.

vii) Emotional intelligence and job satisfaction affects the happiness of physical education professionals.

**Delimitations of the Study:**

i) This study will be delimited to the selected variables i.e. emotional intelligence, job satisfaction and happiness Physical Education Professionals of western Uttar Pradesh only.

ii) This study will be delimited to the selected districts of the Physical Education Professionals of western Uttar Pradesh Uttar Pradesh only.

iii) This study will be further delimited to the physical education professional's community of western Uttar Pradesh only.

iv) This study will be further delimited to the Physical Education Professionals working in school and colleges of selected districts of western Uttar Pradesh

**Limitations of the Study:**

i) The effect of other psychological variables on selected variables on selected variables will be considered as limitation of the study.

ii) The effect of institutional difference on selected variables will be also considered as limitation of the study.

iii) Family conditions of the Physical Education Professionals are also considered as limitation of the study.

iv) Economic statuses of the Physical Education Professionals are also considered as limitation of the study.

v) Educational Background of the Physical Education Professionals are also considered as limitation of the study.

vi) Other social attributes like self-image, reputations etc. of the Physical Education Professionals are also considered as limitation of the study.

**Definitions of the term used:**

a) **Western Uttar Pradesh:** In Uttar Pradesh following 15 districts comes under west UP- Meerut, Bulandshahr, Gautam Buddha Nagar, Ghaziabad, Hapur, Baghpat, Saharanpur, Muzaffarnagar, Shamli, Moradabad, Bijnor, Rampur, Amroha, Sambhal, Bareilly, Badaun, Pilibhit, Shahjahanpur, Agra, Firozabad, Mainpuri, Mathura, Aligarh, Etah, Hathras, Kasganj, Etawah, Auraiya and Farrukhabad.

b) **Physical Education Professionals:** Physical education professionals are those who, like school teachers, college lecturers, and professors, have obtained any professional degree or credential in physical education and sports from anyplace in India.

c) **Emotional Intelligence:** The capacity to recognize, understand, and effectively control emotions is known as emotional intelligence. Better communication, decreased worry and stress, improved relationships, conflict resolution, the ability to empathize with others, and successful overcoming of obstacles are all benefits of having a high EQ.

d) **Job satisfaction:** One definition of job satisfaction states that it is the "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values."

e) **Happiness:** Emotions like joy, satisfaction, contentment, and fulfilment define the emotional state of happiness. Despite the fact that there are numerous varied definitions of happiness, it is commonly claimed that it entails pleasurable emotions and a sense of fulfilment in one's life.

f) **School Education Institutions:** The term "School Education Institutions" refers to all public and private schools, including elementary, middle, and high schools.

g) **Higher Education Institutions:** All public and private colleges and universities with a department of physical education or sports are considered higher education institutions.

# Chapter-II

## Reviews of the Related Literature

**Rui Yang & et.al (2021)** studied the use of emotional intelligence (EII) to promote innovation among employees in the work environment through qualitative and quantitative analysis. Results showed a statistically significant connection between EII and innovation, with the majority of these linkages governed by individual achievement. This paper offers a fresh perspective on the relationship between EII and creativity.

**Yanglu Cui (2021)** studied the role of emotional intelligence in workplace transparency and open communication. The study examined the role of emotional intelligence in predicting leader relational transparency using the Integrative Multilevel Literature Thinking (IMLT) model. Simulation analysis provided additional evidence for the importance of EI.

**Noor UlAin & et.al (2021)** studied the role of emotional intelligence and grit in life satisfaction. Results showed that emotional intelligence and grit have only a tenuous relationship with life happiness, with a moderately substantial correlation at the 0.01 level of significance. Academic majors and years of study have no bearing on emotional intelligence or grit.

**Jing Zhao & el.t (2021)** studied the relationship between job stress and deviant emotional intelligence in education. They found that instructors with high levels of eccentric emotional intelligence are more prone to exhibit abnormal behavior, but once stress variation was handled, the results of emotional intelligence persisted. This suggests that the cluster of emotions associated with self-perceived abilities and job stress play a substantial role in educational quality.

**Irena Buric & Angelica Moè (2020)** studied the interaction between self-efficacy, work satisfaction, and pleasant emotions in determining teacher enthusiasm. Results showed that self-efficacy and job satisfaction were both direct and indirect predictors of zeal.

**Anke Heyder (2019)** studied the attitudes of 2331 in-service teachers regarding the elements that affect student achievement and how those beliefs relate to their occupational well-being. Teachers thought that family variables were less significant than student factors and that teacher factors were more significant than student factors. The more instructors valued themselves as professionals, the more content they were in their jobs. Job satisfaction and stress levels decreased in direct proportion to how much they valued family factors.

**Dennis M. Mc Inerney & et.al; (2018)** studied the relationship between teachers' occupational attributes and their psychological wellbeing, job satisfaction, self-concept, and quitting intentions. 1109 primary and secondary school teachers in Hong Kong were examined using the Educator Motivation and Attribute Profile (Ed MAP) measures. The findings showed that there are favorable correlations between teachers' professional characteristics and their wellbeing, job satisfaction, and self-concept, and negative correlations with intentions to leave the profession.

# Chapter-III

## Method of the study

This research implies quantitative approach towards finding it research questions/ objectives. A survey study designed will be followed to gather information for analysis and drawing conclusions.

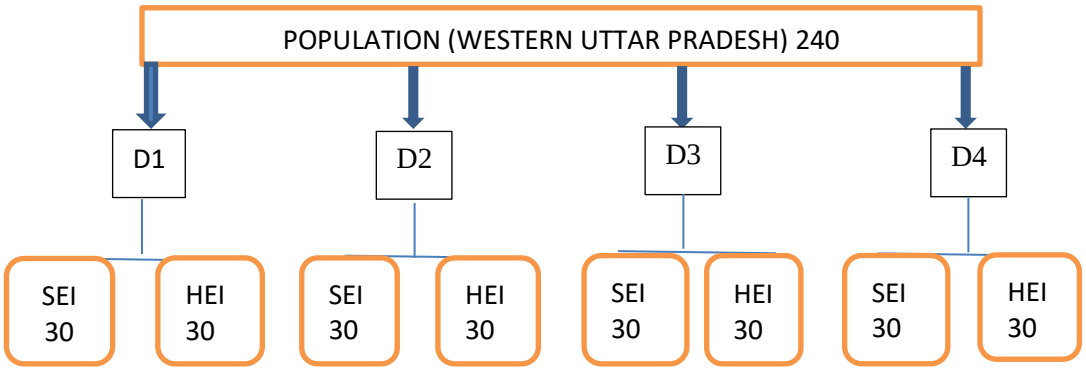
**Independent Variables:** Emotional intelligence and job satisfaction are the selected independent variables of the study.

**Dependent Variables:** Happiness is the dependent variable of this study.

**Population of the study:** Western Uttar Pradesh's physical education professionals have earned any degree or diploma in physical education and sports from any recognized institution in India. They might or might not be employed by any type of educational institution.

**Sample of the study:** A total of 240 Physical Education Professionals working in any selected school/colleges out of any four randomly selected districts of western Uttar Pradesh will be considered as sample of the study.

**Sampling Techniques:** Probability sampling technique i.e. stratified sampling to select sample (N=240) from the population of the study was used. This strata is given as under below.



**Tools of the study:** Tools of the study has been given below

a) Emotional Intelligence: Teachers Emotional Intelligence Scale by Nahid Ashraf and Nahid Jammal.
b) Job Satisfaction: Teachers job satisfaction scale by Dr Umendra Mallick and Nidhi Madan.
c) Happiness: Oxford Happiness Scale made by Hills, P., & Argyle, M.

**Procedure of Data Collection:** Data from selected samples will be collected through valid and reliable tool following standard instruction of the tool.

**Statistical tools to be used for data analysis:** In order analyses the collected data researcher will use mean, standard deviation in descriptive statistics and ANOVA and Correlation in Inferential statistics.

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